

Inspection report for early years provision

Unique reference number	EY292890
Inspection date	05/11/2008
Inspector	Felicity Gaff
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder was registered in 2004. She lives with her husband and two school aged children in Crawley, West Sussex. The whole house is used for childminding and there is a fully enclosed garden for outside play. The family has a dog and three cats. The childminder is registered for a maximum of five children at any one time, and occasionally minds with an assistant. Currently they are caring for a total of six children in the Early Years Foundation Stage age range, some of whom attend part time. The childminder regularly provides overnight care. The registration includes children on the compulsory and voluntary parts of the Childcare Register and children in all age ranges share the same facilities. The childminder drives to local schools to take and collect children. She attends carer and toddler groups; she takes children to the library and to play in the nearby park.

Overall effectiveness of the early years provision

Children flourish in the childminder's exceptionally high quality care. She provides a rich, stimulating learning environment in which children make excellent progress. She organises activities skilfully to meet the needs of all children, regardless of their age or stage of development. Her effective self-review systems enable her to identify and reduce barriers to participation for all children. Parents are fully informed about all aspects of the provision, and the childminder seeks the views of parents and children to help her develop the service she offers. She creates suitable partnerships with other settings children attend, to support consistent care.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- clarify the written authorisations for administering non-prescription medication

The leadership and management of the early years provision

The childminder is fully aware of safeguarding issues. She maintains clear policies and procedures to ensure children are effectively protected from harm or abuse. She fully understands her responsibilities for child protection and knows how to record and report any concerns. The childminder undertakes high level professional training and carries out regular reviews of her premises, equipment and practices, including participating in a formal quality assurance scheme. She makes sure her assistant is familiar with, and knows how to put into practice, all her policies and procedures so that children receive consistent care. She seeks training courses relevant to his role to develop his skills. The childminder provides

exemplary information about children's progress to parents, who are delighted with the care their children receive. She works closely with parents of children staying overnight to ensure they know and approve the arrangements for their welfare. She makes good provision to support children from different cultural, linguistic and religious backgrounds so that they are fully included. The childminder's excellent awareness of how everyday play activities support all areas of learning enable her to promote children's individual development very well. Consequently, they make exceptional progress towards the early learning goals.

The quality and standards of the early years provision

Children enjoy a very safe, well planned environment. Toys and play resources are stored attractively and accessibly so that children can reach them safely. All the documentation required to support children's welfare is in place, although the authorisations for giving non-prescription medicines lack clarity. The childminder plans an exciting range of first hand play experiences. These reflect the interests of the children attending, and activities are individually adapted to enhance the learning and development of each child. Parents receive copies of plans and assessments to enable them to support children's learning at home. The available space is very well arranged to support the development of early independence and self-confidence. Children learn to manage their own personal hygiene and understand how to stay safe when using tools such as trowels or scissors. The excellent organisation of attractive resources supports children's development in all areas of learning. Children take pride in recognising their own names embroidered on their individual hand towels. They develop their mathematical understanding through imaginative and well organised routines such as a meal time helpers chart. They select the right numbers of plates and cutlery for children of different ages, recognise their own names and understand a grid chart. Young children delight in acquiring new skills; for example, a one-year-old child learned to cut their own banana at snack time because the childminder provided a suitably sized and balanced knife. Children know the childminder values what they do because she records their achievements through attractively presented photographs, which are displayed so that children can reach them independently. Children are proud to discuss and explain pictures of previous activities, which support their ability to recall and describe what they did. The childminder uses incidental opportunities well to extend children's learning. For example, during snack time children discussed how eating healthy snacks help them to grow strong muscles and spontaneously identified the initial sound of the word 'grapes'.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met